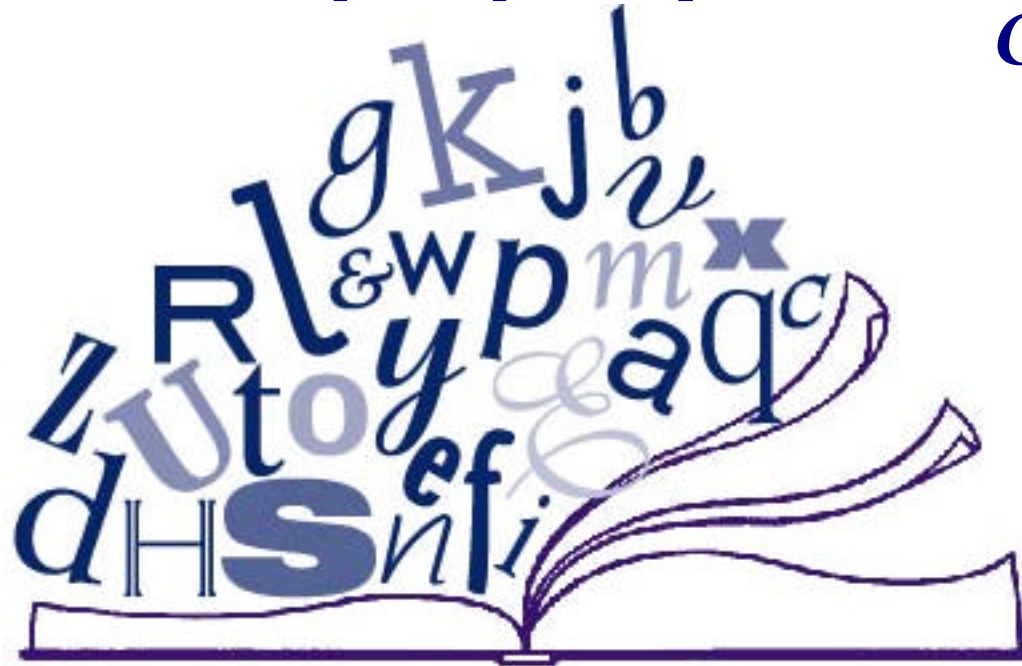


ENGLISH

*Standards of Learning
Sample Scope & Sequence*

Grade 8



Commonwealth of Virginia
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Grade 8 English Standards of Learning Sample Scope and Sequence

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The *English Standards of Learning Teacher Resource Guide* can be found in a PDF and Word file format on the Virginia Department of Education's Web site at <http://www.pen.k12.va.us>.

Grade 8 English Standards of Learning Sample Scope and Sequence

Preface

As an additional resource to help school divisions develop curricula aligned to the 1995 Standards of Learning, the Virginia Department of Education has developed sample scope and sequence documents for English, mathematics, and science in kindergarten through grade eight and in core high school courses. These sample documents provide guidance on how the essential knowledge, skills, and processes that are identified in the Standards of Learning and the Standards of Learning Teacher Resource Guides may be introduced to students in a logical, sequential, and meaningful manner.

These sample scope and sequence documents are intended to serve as general guides to help teachers and curriculum developers align their curricula and instruction to support the Standards of Learning. Each sample document is organized around specific topics to help teachers present information in an organized, articulated manner. Also included are correlations to the Standards of Learning for that curricular area for a particular grade level or course, as well as ideas for classroom assessments and teaching resources.

The sample scope and sequence documents are not intended to prescribe how curriculum should be developed or how instruction should be delivered. Instead, they provide examples showing how teachers and school divisions might present to students in a logical and effective manner information that has been aligned with the Standards of Learning. School divisions that need assistance in developing curricula aligned with the Standards of Learning are encouraged to consider the sample scope and sequence guides. Teachers who use the documents should correlate the content identified in the guides with available instructional resources and develop lesson plans to support instruction.

Copies of the sample scope and sequence guides are available at <http://www.pen.k12.va.us/VDOE/Instruction/sol.html> in both PDF and Microsoft Word formats. These materials are copyrighted, and all rights are reserved. Reproduction of these materials for instructional purposes in Virginia classrooms is permitted.

Grade 8 English Standards of Learning Sample Scope and Sequence

Introduction

The effective instruction of speaking, listening, reading, and writing improves all students' ability to understand and produce a variety of texts. Effective planning for reading and language arts requires frequent formal and informal assessments of all students. Knowing each student's instructional reading level, and each student's strengths and weaknesses with writing is also beneficial to planning for instruction. Effective planning balances direct instruction of skills and strategies with engaging daily opportunities for speaking, listening, reading and writing for all students, regardless of their skill level. Frequent modeling and the use of interactive small groups is also very effective at the middle school level.

This sample middle school scope and sequence is based on the essential knowledge, skills, and processes listed under each English Standard of Learning in the Teacher Resource Guide. It is not intended to be a complete list of all the lessons that need to be taught and mastered during the middle school years, but instead organizes the key skills and processes around broad English concepts of oral language, vocabulary development, poetry, reading, writing, and research. It is essential that these topics not be isolated from each other but rather taught concurrently and repeatedly throughout the year across genres and content areas. A direct and systematic approach to teaching is recommended for all students as they improve their proficiency with speaking, listening, reading, writing, and use of media.

Grade 8 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Sixth Fall Semester	Sixth Spring Semester	Seventh Fall Semester	Seventh Spring Semester	Eighth Fall Semester	Eighth Spring Semester
Oral Language	6.1a-d 6.2a-c 6.5d-f 6.8a,b,e,f	6.1a-d 6.2 a-c 6.5 d-f 6.8a,b,e,f	7.1a-d 7.2a-c 7.3b	7.1a-d 7.2a-c 7.3a 7.6e	8.1a-d	8.1a-d
	—————→					
Vocabulary Development	6.3a-b 6.5c 6.9	6.3 a-b 6.5c 6.7c 6.9	7.4 7.1b	7.4 7.7b 7.10b	8.2	8.2
	—————→					
Poetry	6.1a 6.4b,d 6.5f 6.6a-c	6.1a 6.4b,d 6.5f 6.6a-c 6.7c	7.4 7.5b-c 7.7a-e	7.4 7.5b-c 7.7a-e	8.3a-f	8.3a-f
	—————→					
Reading/ Literature	6.4a-e 6.5a-f	6.4a-e 6.5a-f	7.5a-d 7.6a-e	7.5a-d 7.6a-e	8.3a-f 8.4a-d	8.3a-f 8.4a-d
	—————→					
Writing	6.7a-g 6.8a-f	6.7a-g 6.8a-f	7.8a-h 7.9	7.8a-h 7.9 7.10b-c	8.5a-h	8.5a-h
	—————→					
Research	6.9	6.9	7.10a-d	7.10a-d	8.6a-c	8.6a-c
	—————→					

Grade 8 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Oral Language Students should practice speaking and listening by conducting interviews. Direct instruction and practice with note taking should also be included.	Students are expected to:	8.1a	<ul style="list-style-type: none">• Predict the purpose and main idea and questions of an interview in a magazine; read and evaluate predictions• Formulate questions and role-play an interview with peers• Formulate questions and conduct interviews• Participate in mock job interviews• Videotape student presentations	<i>English SOL Teacher Resource Guide</i>
	Determine the purpose and subject of an interview.			
	Create and record questions that will elicit relevant responses.	8.1a		
	Understand and apply effective strategies for note taking, such as the use of abbreviations, graphic organizers, key words, and tape recorders.	8.1b,c		
	Examine multiple sources to verify accuracy and relevance of details.	8.1c		
	Synthesize and organize information gathered from an interview.	8.1c		
	Synthesize and evaluate information for usefulness in oral and written presentations.	8.1d		
	Present findings in written and/or oral form.	8.4d		
	Evaluate the effectiveness of own and/or peer interviews.	8.1c, 8.5a-h 8.1d		

Grade 8 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Oral Language (cont'd)			<ul style="list-style-type: none"> ▪ Watch and evaluate presidential speeches and question and answer periods with attention to the directness of the questions and the answers ▪ Invite a person from the community to speak and prepare questions for him/her in advance; evaluate and summarize what was heard ▪ Interview people who enjoy their work and identify and analyze the factors that contribute to job satisfaction ▪ Two column note taking 	

Grade 8 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Vocabulary Development Students should review and apply the study of Greek and Latin roots and affixes. They should also review and apply the study of figurative language. Students should work toward independence with context, reference books, and vocabulary acquisition in general.	Students are expected to:	8.2	<ul style="list-style-type: none"> ▪ Wordsalive maps ▪ Concept of Definition Maps ▪ Word webs ▪ Graphic organizers ▪ Quizzes/tests ▪ Application of new vocabulary in writing, including figurative language ▪ Cloze exercises ▪ Word sorts including sorts using figurative language ▪ Semantic Feature Analysis Charts 	<ul style="list-style-type: none"> ▪ <i>Wordsalive Vocabulary Acquisition</i> www.pen.k12.va.us/VDOE/Instruction/Reading/mreading.html ▪ <i>English SOL Teacher Resource Guide</i> ▪ <i>Teaching Reading in the Content Areas: A Resource Notebook for Reading Instruction in Content Classes Grades 4-8</i>
	Review and apply knowledge of word origins and derivations, including the structure and meaning of Greek and Latin roots; prefixes that can be used to interpret the meaning of a word; and suffixes that indicate tense, part of speech, person, or number.			
	Review and apply knowledge of analogies - two pairs of words related in the same way.	8.2		
	Review and apply knowledge of similes - figures of speech that use the words <i>like</i> or <i>as</i> to make comparisons.	8.2		
	Review and apply knowledge of metaphors - figures of speech in which the comparison is implied.	8.2		
	Review and apply knowledge of idioms - expressions that cannot be understood from their literal definitions and are peculiar to a language.	8.2		

Grade 8 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Vocabulary Development (cont'd)			<ul style="list-style-type: none"> ▪ Identify dictionary information such as syllabification, pronunciation, part of speech, and etymology ▪ Identify figurative language in lyrics, poetry, cartoons, picture books, and other literary selections ▪ Write analogies, similes, and metaphors in large group, small group and individual work ▪ Write poems containing similes and metaphors ▪ Use figurative language to enhance the written expression domain 	

Grade 8 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Vocabulary Development (cont'd)			<ul style="list-style-type: none"> ▪ Create a dictionary of contemporary idioms ▪ Create original words using Greek and Latin roots, prefixes, and suffixes ▪ Create and solve analogies ▪ Rewrite a passage from literature substituting and/or inserting idioms, similes, and metaphors 	

Grade 8 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reading/Literature Students should read, comprehend, and analyze fiction, poetry, and nonfiction. Expository and technical texts should also be included. Students should read regularly both in and outside of class.	Students are expected to:			
	Apply knowledge of the characteristics and elements of various literary forms including short stories, essays, speeches, lyric and narrative poems, plays, and novels.	8.4a-f	<ul style="list-style-type: none"> Reading Response sheets Personal response journal 	<ul style="list-style-type: none"> <i>Interactive Reading</i> http://www.pen.k12.va.us/VDOE/Instruction/Reading/ir.html
	Activate prior knowledge and connect it with texts to provide a foundation for comprehension.	8.4a	<ul style="list-style-type: none"> Book reports 	<ul style="list-style-type: none"> <i>English SOL Teacher Resource Guide</i>
	Use internal and external text structures to enhance text comprehension. Internal text structures include cause and effect, compare and contrast, enumeration or listing, sequential or chronological, concept/definition, generalization and process. External text structures include italics, bold print, underlining, indentation, sidebars, illustrations and graphics, headings and subheadings.	8.4a	<ul style="list-style-type: none"> Semantic Feature analysis charts Venn Diagrams for comparing authors' styles, genres, points of view, and/or other elements 	<ul style="list-style-type: none"> <i>Teaching Reading in the Content Areas: A Resource Notebook for Reading Instruction in Content Classes Grades 4-8</i>
	Examine multiple sources to verify accuracy and relevance of details.	8.4b	<ul style="list-style-type: none"> Story maps Time lines 	
	Use sequential order to read and follow directions.	8.4c	<ul style="list-style-type: none"> Outlines 	
	Recognize characteristics of literary forms.	8.3a-f	<ul style="list-style-type: none"> Student writing in a variety of genres 	
	Identify and interpret symbols and figurative language in various literary forms.	8.2, 8.3a		

Grade 8 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reading/Literature (cont'd)	Identify the main idea, themes, or generalizations of a selection, whether stated or implied by the author.	8.3b	<ul style="list-style-type: none"> ▪ Transform or rewrite text by changing a literary feature such as genre, character, setting, point of view, or ending ▪ Opinion proof sheets ▪ Reading logs ▪ Question Answer Relationship ▪ Think Alouds ▪ Metacognitive Survey (Miholic) ▪ Two Column Note taking ▪ Identify examples of point of view in texts ▪ Retell or rewrite a text from a different character's point of view 	
	Identify and trace cause-effect relationships in literary forms.	8.3c		
	Discuss the impact cause-effect relationships have on plot development and subsequently on the reader.	8.3c,f		
	Describe the tone – author's attitude – as expressed in a literary work.	8.3d-f		
	Analyze the characterization and character development in genres in which characters are significant such as short stories, plays, novels, and narrative poems.	8.3b-d		
	Compare and contrast poetic elements in both prose and poetry including such elements as word choice, hyperbole, dialogue, rhythm, rhyme, voice, and irony.	8.2, 8.3e		
	Recognize the author's point of view.	8.3d		
	Synthesize and evaluate information for usefulness in oral and written presentations.	8.3b,d,f 8.1c,d, 8.4d		

Grade 8 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reading/Literature (cont'd)			<ul style="list-style-type: none"> ▪ Retell or rewrite changing the point of view from limited to omniscient ▪ Create a monologue in the point of view of the main character ▪ Tell and write summaries of both fiction and nonfiction ▪ Use graphic organizers to represent visually internal text structures such as comparison and contrast, enumeration, sequential or chronological ▪ Create a student collected poetry anthology 	

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Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reading/Literature (cont'd)			<ul style="list-style-type: none"> ▪ Investigate an author and his or her works ▪ Submit cards or graphic organizers as part of a presentation or paper ▪ Identify conflicts ▪ Identify symbols and provide evidence to support their meaning in the text ▪ Compare, contrast, and analyze poems with attention to dialogue, rhyme, rhythm, voice, figurative language, symbols and other poetic devices 	

Grade 8 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Reading/Literature (cont'd)			<ul style="list-style-type: none"> ▪ Evaluate a speech by a noted orator with attention to the vocabulary that creates positive or negative tone, first on audio and then in print ▪ Predict the next series of actions to occur in a story and/or write the beginning of a sequel ▪ Write response journal entries as a character and/or rewrite an event as a different character ▪ Create a cause and effect diagram ▪ Identify poetic elements in prose ▪ Transform or rewrite prose into poetry and poetry into prose 	

Grade 8 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Writing Students should write daily and should carry a piece though all the steps in the writing process several times during each grading period. They should write in a variety of genres and on a variety of topics, both assigned and self-chosen. Students should understand and apply the rubrics used to assess the direct writing test and strive to improve in the areas of composing, written expression, and usage and mechanics.	Students are expected to:			
	Write in a variety of forms, such as persuasive writing, which influences the reader or listener to believe or do as the author or speaker suggests; expository writing, which explains and builds a body of well-organized and understandable information; and narrative writing, which recounts an event or series of events.	8.5a-h	<ul style="list-style-type: none"> Generate prewriting lists, webs/maps, clusters, or graphic organizers Complete and improve graphic organizers prepared by the teacher 	<ul style="list-style-type: none"> <i>NCS Mentor for Virginia</i> <i>English SOL Teacher Resource Guide</i>
	Understand and use the steps in the writing process independently and with peer groups: prewriting, organizing, drafting, revising, and editing.	8.5a-h	<ul style="list-style-type: none"> Use rubrics for prewriting, revision, and evaluation of final copy by peers, self, and teacher 	
	Understand that revision includes rereading, reflecting, rethinking, and rewriting a drafted piece to make it better.	8.5e	<ul style="list-style-type: none"> Identify features such as central idea, transitions, supporting details and/or figurative language in writing models by published authors, peers and self 	
	Understand and apply information from the sentence formation, usage and mechanics eighth-grade skills' lists which appears on page MS-54 in the <i>English Standards of Learning Teacher Resource Guide</i> to assess peer and own writing.	8.5f,g		
	Use word processing technology available in classroom, lab, or media center.	8.5h		

Grade 8 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Writing (cont'd)			<ul style="list-style-type: none"> ▪ Compare and contrast two drafts to identify and articulate the features altered for improvement ▪ Practice writing topic and/or closing sentences in whole group, small group, and individual writing ▪ Team writing assignments ▪ Identify vocabulary that contributes to tone and voice in published pieces ▪ Identify and list specific vocabulary to replace overused words ▪ Practice adding elaboration to flat paragraphs 	

Grade 8 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Writing (cont'd)			<ul style="list-style-type: none"> ▪ Use checklists for peer, self, and teacher editing ▪ Revise and edit using color revision and checklists with attention to voice, tone, elaboration of information and clarification of meaning ▪ Revise sentences to increase variety particularly with embedding clauses and phrases and adding vivid and precise vocabulary 	

Grade 8 English Standards of Learning Sample Scope and Sequence

Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Writing (cont'd)			<ul style="list-style-type: none"> ▪ Edit by focusing on the elimination of the comma splice, pronoun case disagreement, verb tense inflection errors and faulty adverb/adjective comparisons while building toward error free papers ▪ Use word processor for drafting, revision, and editing ▪ Imitate published authors especially those who write expository text ▪ Practice persuasive writing by focusing on editorials, letters to the editor and letters of recommendations 	

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Organizing Topic	Essential Knowledge, Skills, and Processes	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Writing (cont'd)			<ul style="list-style-type: none"> ▪ Submit prose for publication ▪ Use practice sets in <i>NCS Mentor</i> and imitate papers with score points three and four 	

Grade 8 English Standards of Learning Sample Scope and Sequence

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Research Students should understand and apply the persuasive techniques used by the media.	Students are expected to:			
	Identify examples of persuasive techniques, such as bandwagon, testimonial, connotative language, emotional appeal, plain folks, and cause-effect.	8.6a,b	<ul style="list-style-type: none"> Find advertisements that contain examples of persuasive techniques and create a booklet 	
	Describe how the media, directly and indirectly, influence the knowledge, perceptions, attitudes, and behavior of the public.	8.6b,c	<ul style="list-style-type: none"> Identify and evaluate persuasive techniques in television/radio commercials, and political debates and speeches 	
	Evaluate the relationship between intent and factual content in the media while identifying misleading strategies, such as: exaggerations, misrepresentations, hidden agendas, omissions, and loaded language.	8.6a-c	<ul style="list-style-type: none"> Write and present editorials and/or advertisements using persuasive techniques Create a glossary of persuasive techniques with definitions, examples from advertisements and student generated examples 	